

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

American International School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
US



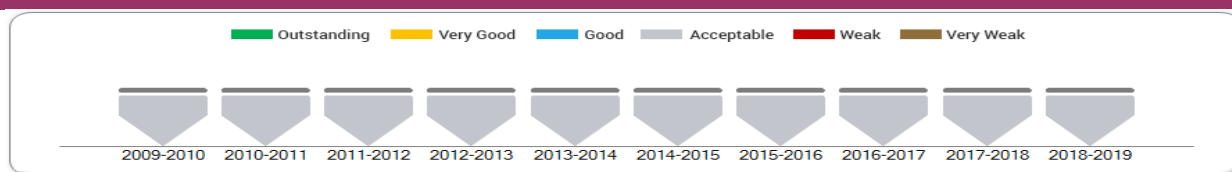
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School Information

General Information	Location	Al Qusais
	Opening year of School	2003
	Website	www.aisch.ae
	Telephone	04298-8-666
	Principal	Tiffany Brooks
	Principal - Date appointed	9/1/2018
	Language of Instruction	English
	Inspection Dates:	25 to 28 February 2019
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2450
	Number of Emirati students	116
	Number of students of determination	74
	Largest nationality group of students	Arab
Teachers	Number of teachers	172
	Largest nationality group of teachers	Jordan
	Number of teaching assistants	21
	Teacher-student ratio	1:14
	Number of guidance counsellors	2
	Teacher turnover	33%
Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	MAP, IBT, CAT4
	Accreditation	None
	National Agenda Benchmark Tests	MAP

School Journey for American International School



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Achievement in Islamic education and Arabic as a first language are strengths across the elementary, middle and high schools. Most children in the Kindergarten (KG) make good progress from their starting points in English and mathematics. Progress in the middle and high schools is now good in nearly all key subjects. Students in the elementary phase have improved their attainment in Arabic as an additional language.
- The personal and social development of students across the school is at least good. Students' understanding of Islamic values and the UAE culture remains at a very high level. Students' awareness of environmental issues improves as the students move throughout the school. Students in the high school demonstrate outstanding levels of responsibility to their school and wider communities.

Provision for learners

- Both the quality of teaching and teachers' abilities to develop students' learning skills remain strong in KG and in the high school. Teaching has improved to good in the middle phase and, although not reflected in the inspection judgements, there are improvements to be seen in teaching in the elementary school. The use of assessment by teachers is improving, particularly with the analysis of data to inform lesson planning.
- The design of the curriculum has improved in the KG and, along with the middle and high school phases, is judged as good. Although there is a strong and successful emphasis on linking teaching to curriculum standards, there are more inconsistencies within the curriculum in the elementary school. Children who transition from KG2 do not develop their existing skills, knowledge and understanding sufficiently in the lower elementary years.
- Parents and students confirm that the school is a safe learning environment. Procedures for managing behavior and tardiness are showing improvements although there are still concerns when learning time is lost for some students. Guidance for college and university is a strength and is often organized and managed by the students in the high school phase.

Leadership and management

- The new leadership team has appropriate US curriculum experience and is beginning to make a positive effect on the overall performance of the school. In the short time that they have been in post, they have listened to the school community to gain a good understanding of the school's needs. Governance has strong systems of gathering information and its composition is drawn from the school and wider communities. Partnerships with parents remain strong.

What the School does Best:

- Senior leaders, led by the principal and supported by governance, are making a positive impact on student performance.
- Students' personal development and their social responsibility is commendable, especially in the high school.
- Good attainment and progress in Islamic education and Arabic as a first language support the strong understanding of Islamic values and awareness of Emirati culture.
- Children in the KG make a successful start to their school lives.
- The personal career guidance that is provided to students, often through the organizational skills of seniors in the high school, is very effective.

Key Recommendations:

- Leaders must improve the quality of teaching, particularly in the elementary years, by using the existing good practice in the school and beyond, to develop all teachers' abilities to:
 - use assessment to set accurate student starting points for learning and carefully monitor progress to curriculum standard mastery, in lessons and over time
 - enable all students in all subjects to acquire the literacy skills that are central to the learning processes
 - establish a classroom culture of enquiry and critical thinking.
- Governors must:
 - establish a systematic performance management process that supports the retention and development of staff
 - develop the IT infrastructure and resources to enable students to use technology to extend collaboration with peers and teachers, enhance independence and creativity as well as develop their digital citizenship skills.
- Governors and leaders must ensure more rapid progress of students of determination by:
 - improving the systems for identification and provision, starting from KG
 - supporting class teachers' knowledge, skills and understanding and enabling them to modify the school's curriculum and to differentiate their lesson plans to meet individual needs
 - communicating with, and supporting parents of the students, through the shared creation of learning plans, which are tracked, monitored and reviewed on a regular basis.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good ↑	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
		KG	Elementary	Middle	High
Learning skills		Good	Acceptable	Good ↑	Good

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Very good	Very good	Outstanding

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Good↑	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good↑	Acceptable	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Good

5. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable↑
Management, staffing, facilities and resources	Acceptable

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.).

School's Progression in International Assessments is approaching expectations.

- The school improved its results in both the 2015 TIMSS and PISA tests. However, while the school met its National Agenda (N.A.) targets in TIMSS, it did not meet the PISA reading, math or science targets. The school sustained a weak judgement in progress in 2017 MAP testing in reading, language usage and math. The result in science was acceptable. When comparing the school's N.A.P. outcomes against the measured potential of CAT4, students underachieved.

Impact of Leadership is approaching expectations.

- The newly formed leadership team actively supports the vision and goals of the N.A. Their comprehensive N.A. action plan is measured and monitored for improvements to students' learning outcomes.

Impact of Learning is approaching expectations.

- The recently introduced Depth of Knowledge program supports the development of higher order thinking across all subjects. This is in the early stages of implementation.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For development:

- Compare students' internal and external assessments results with their scores in the CAT4 tests to determine if they are achieving to their measured potential and respond appropriately.
- Ensure that the math and science curriculum are enriched with the content and skills required to access the TIMSS and PISA style tests.

Reading Across the Curriculum

- Students' reading achievement in external benchmarks is weak in English and Arabic. The MAP tests indicate that progress is stronger in the middle and high school phases.
- Most students understand and recognize subject-specific vocabulary and can interpret meanings in unfamiliar texts.
- Liaison between the library staff and teachers is established in the KG. Other school libraries are under-resourced and not used effectively. Elementary classes have reading corners which are sparse and cramped.
- School leaders have identified the need to develop literacy skills as a key priority for the whole school. Changes introduced relate mainly to subjects taught in English. Closer collaboration with Arabic leaders is being developed to improve students reading abilities.

The school's provision for reading across the curriculum is emerging.

For development:

- Ensure that all leaders share reading strategies across the curriculum, and implement an agreed reading assessment program, and guided reading scheme, for elementary students.
- Provide an improved range of Arabic and English reading resources in the school's libraries and resource areas to support reading across the curriculum.

UAE Social Studies

- The skillfully planned curriculum ensures all aspects focus strongly on the UAE. It is enhanced through student-led activities such as, the Heritage Club and through integration with other subjects.
- Students enthusiastically share prior knowledge and understanding, for example about the importance of the UAE foreign policy. They interact well, but have few opportunities in lessons to use technology for research.
- The majority of students demonstrate levels of knowledge, skills and understanding that are above the expected standards. They have a well-developed sense of the UAE's heritage, culture and place in the world.
- School assessments indicate that a majority of students make better than expected progress in developing key skills, knowledge and understanding linked to curriculum standards.

The school's implementation of the UAE social studies program is meeting expectations.

Innovation

- The school empowers older students, through student led clubs, committees and the students' advisory council. These discrete opportunities are less available to younger students.
- Project tasks are increasingly used to provide students with higher levels of challenge and to carry out independent research and promote critical thinking. This is better developed in science and ICT in the high school, but variable elsewhere.
- Student involvement in engaging cross-curricular activities involving science, technology, engineering and math (STEM), challenges their thinking and encourages creativity.
- School leaders recognize the need for developing creativity and innovation within the curriculum. They are emphasizing the opportunities available through the California State standards.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good ↑	Good

- As evident in their internal assessment results and recent learning, students have good levels of understanding of Islamic values, concepts, and laws of worship. They are developing their skills in interpreting verses from the Holy Qur'an, particularly in the middle and high schools.
- Students make good progress in lessons and over time in relating key messages from the Holy Qur'an to Hadith and to real life situations. Across the phases, they are comprehending Seerah of the Prophet (PBUH) and linking it to their lives.
- The developments in the quality of teaching are beginning to support more rapid progress, especially for students in the middle and high school phases. The incorporation of Tilawa sessions in Grades 1 to 3 is improving students' skills in recitation and Tajweed.

For development:

Improve students' achievement by:

- increasing opportunities for students to develop their research and inquiry skills
- improving assessment strategies to support effective analysis and monitoring of students' levels of knowledge, skills and understanding.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Achievement is unchanged in the elementary, middle, and high schools since last year. High school students show stronger language skills in comparison to students elsewhere in the school. Girls outperform boys in the middle and high schools in lessons and in internal assessments.
- High school students are developing stronger speaking and writing skills. They engage with confidence in extended conversations. Independent and extended speaking skills for students in the middle school are underdeveloped.
- School leaders have started to improve students' language skills by encouraging them to take responsibility for their own learning and providing them with opportunities for reflection and independence. This is more effective in the girls' section of the school.

For development:

- Ensure that the Reading Project features in all lesson planning and includes the integration of the library and an appropriate collection of Arabic books.
- Build on prior learning by using appropriate assessment tools to determine the accurate level of individual students' language skills.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- Students' attainment and progress are variable across different classes in the middle and high schools. More consistent teaching in the elementary phase is enabling students to make better progress. Girls are outperforming boys in the upper grades in lessons and in internal assessments.
- Elementary students continue to show improvement in their acquisition of language skills, particularly in reading and speaking. Speaking and writing skills in the middle and high schools are developing more slowly due to low levels of challenge and insufficient opportunities to practice the language.
- The Arabic department has adopted the new Ministry of Education (MoE) curriculum standards for non-Arab students. This approach is beginning to engage students in relevant and real-life topics. However, it is too early in its implementation for any improvements to be seen in the rate of progress for students.

For development:

- Improve the quality of opportunities for speaking and writing activities in the middle and high schools and ensure that they are linked to real life scenarios.
- Ensure that internal assessment is rigorously linked to the MoE standards for Arabic as an additional language.

English

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Good	Good

- Almost all children start KG by learning English as an additional language, and their speaking and listening skills develop rapidly. In the elementary phase external assessments indicate a decline in standards. The achievements of the girls are significantly better than those of the boys in the higher grades.
- Most lessons actively engage students in developing their skills in reading, in identifying parts of speech, and in creating written responses to literature. Students' abilities to think and interpret critically are improving so that high school students are more articulate and able to express their opinions persuasively in discussions.
- Effective use of peer and self-evaluation rubrics is seen in most classes. The analysis of student work shows improving writing and language usage over time. Opportunities for independent, creative writing are limited.

For development:

- Support students' reading and writing skills through the display of age-appropriate language prompts in all classrooms and across all curricular areas.

Mathematics

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Good	Good

- A strong focus on math skills, application to real world contexts and problem-solving, ensures good progress in middle and high school phases. In elementary, mental math and calculation are stronger than problem-solving and critical thinking. Most KG children are developing a good understanding of shape and pattern.
- By upper elementary, students are able to solve problems using fractions and percentages. Most middle school phase students successfully meet the challenges of algebra and geometry courses. High school students build upon their strong foundation, studying trigonometry and calculus.
- In all phases, a focus on the development of mathematical language and vocabulary facilitates students' ability to explain their work clearly. Research, enquiry and reasoning skills are underdeveloped and hinder deeper mathematical thinking.

For development:

- Extend, enhance and enrich students' learning by integrating the use of technology, in all phases.

Science

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good	Good

- High school students understand scientific concepts and demonstrate proficiency in skill development at levels above the requirements of the Next Generation Science Standards (NGSS). Students in all other phases have levels of knowledge, skill and understanding that meet the performance expectations.
- KG children develop their scientific knowledge by exploring, asking questions, playing with new objects, and solving problems. As student progress through the school, they demonstrate a stronger understanding and application of the scientific method; skills at crafting hypotheses, observation, recording and synthesizing information develop positively.
- Trends in attainment over time indicate that the majority of students attain levels that are at national and international standards, with girls' attainment stronger than that of boys. The development of a deeper understanding of scientific concepts through critical thinking is just emerging.

For development:

- Develop an inquiry approach, across all phases, and extend students' thinking by embedding the Depth of Knowledge activities and question stems in every lesson.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Good ↑	Good

- In most lessons, students are keen to learn and engage actively in classroom activities. Commencing in KG, students increasingly take responsibility for their learning. Group work, although a common feature in all classes, does not always foster collaborative skills, particularly in the elementary phase.
- Middle and high school students show diligence, commitment and resilience. With skillful prompts, most students build on knowledge, skills and understanding from other subjects and make connections to the world beyond their classroom. Independent learning skills are developing in all phases, but more slowly in the elementary phase.
- A majority of students can explain what they have learned, but few know what they need to do to improve. Restricted access to technology is limiting students' abilities to research and collaborate more widely.

For development:

- Improve students' access to, and use of technology as an integral part of learning.
- Improve students' collaborative skills, particularly in the elementary phase.

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Very good

- Across the school, but particularly in the high school, students demonstrate responsible attitudes. A good example is the student-led Careers Committee, which leads and manages four Career Fairs per year. Most students have a secure understanding of healthy life-styles.
- Students are courteous and relationships are positive. Behavior, especially in lessons, is good or better. Self-discipline and self-reliance are strong traits of high school students.
- Overall, attendance is good. However, some students continue to arrive late in the morning, missing assembly and the opportunity for reinforcing a positive school ethos. While traffic constrictions play a part, there are also some incorrect perceptions and low expectations regarding commencement of the school day, which the school is currently addressing.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students have a clear understanding of Islamic values, as reflected in their behaviors. They are exposed to a range of opportunities where they can develop their understanding, for example, through the Islamic theme weeks and cultural field trips.
- A strong awareness of the UAE culture and how it welcomes diversity, is displayed by students. They are knowledgeable about, and appreciative of, the social context of the UAE. Their participation in national events and celebrations supports this understanding.
- Students show tolerance and good will to other cultures through their relationships with their friends at the school. They can speak confidently about their own cultures, but have limited understanding of wider cultures in the world.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Very good	Very good	Outstanding

- Students are increasingly developing their social partnerships and engagements within and beyond their school community, through their clubs and the student advisory council. This is a prominent feature of the high school phase.
- Students have a strong work ethic. Their innovation skills are developing and are more visible in the high school. As an example, Grade 12 girls designed an application to improve Holy Qur'an recitation.
- Across the school students, have basic knowledge and awareness of environmental priorities. They are putting some of their ideas into practice in areas such as recycling. Children in the KG create imaginative models from junk materials, but are given less opportunities to take responsibility in the classroom.

For development:

- Provide students with the appropriate understanding and examples of the school's expected approaches to self-discipline and behavior.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Good ↑	Good

- Teaching in the elementary phase is beginning to be more student-centered. However, there are still weaknesses in teachers' use of assessment information to plan lessons, in their questioning skills and in the delivery of active, engaging tasks that are matched to student needs.
- In all phases, teachers demonstrate good subject knowledge. KG teachers understand how young children learn, enabling them to plan engaging activities matched to children's abilities. While lesson planning routinely identifies differentiated tasks, these are not always implemented in class.
- The identification of essential questions, and the use of rubrics exemplifying success criteria for self-assessment, are beginning to support and encourage students' reflection and critical thinking. In the more effective lessons, opportunities are provided for student-led learning, which support their research skills and independence.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school's internal assessment processes are not consistently linked to the curriculum standards, and, therefore, do not provide comprehensive measures of students' academic development. Assessment data are comprehensively analyzed, but do not accurately inform teachers about student progress.
- Student tracking systems are beginning to enable teachers and subject leaders to identify and address specific learning strengths and weaknesses, but this is not administered promptly. The internal benchmarking of students' academic outcomes against appropriate external expectations lacks rigor and leads to inflated internal results.
- Teachers' proficiency at using test information to provide appropriate classroom challenge, support and feedback to students, is developing. Student reflection on their learning, and assessment of their own and their peers' progress, is an emerging feature.

For development:

- Improve the consistency of all internal assessment information to provide realistic student grades, and enable teachers to use assessment information to plan for more effective learning.
- Implement a revised tracking system which ensures that teachers and leaders monitor student progress more accurately.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good ↑	Acceptable	Good	Good

- The school's curriculum is balanced and compliant. Continuity and progression are effective from elementary to the high school phase. Further alignment from the KG to Grade 1 is being considered. The school has adopted the MoE's new standards for Arabic as an additional language. However, there has not been sufficient time for this to have a positive impact on progress in the middle and high schools.
- The thematic curriculum in the KG has improved opportunities for cross-curricular learning. The curriculum in the high school has a wide range of electives from business and art to AP subjects. Consideration is being given to expanding the electives to the upper middle school.
- Curriculum review and development is an ongoing process throughout the year. School leaders and classroom teachers use curriculum mapping software to modify and improve the curriculum. Progress is less successful in the elementary school.
- Moral education is well-developed and integrated throughout the school's curriculum. It is taught weekly, in all phases, using textbooks and a range of appropriate materials. The majority of students are active learners and their progress is measured through a range of assessments.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Good

- Modification of the curriculum, to address the needs of both lower performing students and students with gifts and talents, is developing but is not evident in all lessons. More time has been given to literacy in the elementary phase.
- Opportunities for innovation and creative thinking are present in extra-curricular activities such as, supporting Dubai Cares, ecology, recycling projects and healthy life-styles. Students work closely with community agencies to plan and lead these projects. They are also available in the KG through opportunities for creative play.
- Lessons across all grades have links to the Emirati culture. Active involvement in the Dubai Water and Electric Authority (DEWA) projects, and numerous celebrations of the cultural diversity of the school, enhance the students learning and appreciation of their culture.
- Arabic is offered in the KG for five periods a week and builds a firm foundation for future learning.

For development:

- Review the Grade 1 curriculum and instruction to build on the high levels of skills, knowledge and understanding achieved by children in KG.

5. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school's procedures for safeguarding, including child protection, cyber safety and protection from bullying, are effective and support students in learning how to keep themselves safe. Consequently, students report that they feel safe and are confident about seeking support and advice from members of staff.
- Risk management procedures for the premises and educational activities are developing. Support staff ensure that students have clean and hygienic learning environments. Transport arrangements are well organized and safe. The recent emphasis on rehearsing fire evacuations has resulted in establishing safe routines.
- The medical team takes good care of students' needs. School leaders respond promptly when safety issues are raised and are encouraging all staff and students to do the same.

	KG	Elementary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between students and staff are polite and courteous. The school's approach to behavior management is having positive outcomes. The monitoring of attendance is satisfactory, and revised procedures for improving tardiness are in place and supporting better punctuality.
- Systems for the identification of students of determination are at an early stage of development. A team of Learning Support Assistants (LSAs) provides useful one-to-one, in-class support. However, progress slows when students of determination are unsupported in class.
- The school counsellors monitor and support students' well-being and personal development through a system of teacher and student self-referral. Each week, the 'Girls Talk' forum provides an opportunity for senior girls to discuss and share personal issues in a safe environment. Career guidance for students is effective in guiding their choices for the future.

For development:

- Develop a thorough system for the identification and support of students of determination and those with gifts and talents.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- A committed inclusion team, with recently appointed Heads of Inclusion, lead the development of the provision in the school. The school also has a dedicated team of school-based trained LSAs to support students of determination in their learning.
- The school's current register of students of determination is updated appropriately using the three-tier approach for graduated intervention. However, systems for the identification are less secure and planned interventions do not always meet the needs of individual students.
- Parents value the support provided by the school for their children. Teachers are mindful of the needs of the students and their parents. However, planning is not always shared with parents, and progress reports are neither detailed nor sufficiently frequent.
- The development of student's personal, social and emotional needs continues to be a priority for the school. Curriculum modification and lesson planning and delivery to meet the individual needs of students of determination, is at an early stage of development.
- Information from students' notebooks, lesson observations and student engagement indicate that students of determination make acceptable progress. However, they do show positives attitudes, despite their varying challenges and individual starting points.

For development:

- Provide effective support for class teachers in order to meet the needs of students of determination in lessons.

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable ↑
Management, staffing, facilities and resources	Acceptable

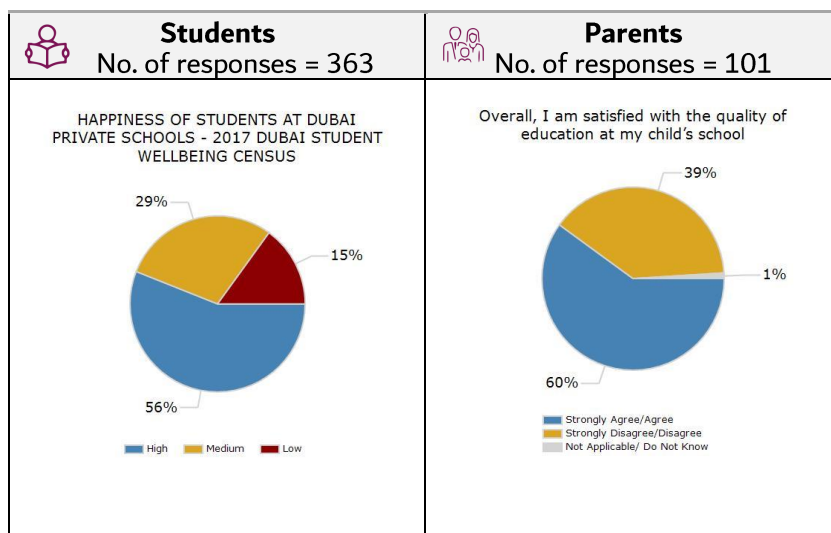
- The principal and senior leaders are newly in post. The school's vision, which has been created with the involvement of the school community, is guiding decision-making. Communication channels are open and accountabilities are clearly defined. Leaders are using their considerable experience of US education, and their understanding of effective educational practices, to support the development of the middle leadership team. Middle leaders are developing their skills in supporting their teams to improve learning.
- The school knows itself well. The self-evaluation process is systematic and is conducted in collaboration with the school community. Priorities are accurately identified, and plans are well-constructed, shared and effectively monitored. Appropriate use is made of external and internal data. In the short time that the new leadership has been in post, encouraging signs of improvement are seen. Good progress is being made with the recommendations from last year's inspection.
- The school uses a range of effective methods to communicate with parents to inform them about their children's academic progress. However, these reports are basic and do not comment on the child's personal or social development. There is a significant and wide range of involvement by students in the local and wider community. A Parent Liaison Officer is in post to support parent and school partnerships.
- The governing body has a wide representation of the school and local community. Through systematic information gathering, it has a clear understanding of the school. Consequently, it is in a strong position to match resources to need, evident in the recent recruitment of high-quality senior leaders. Through its monitoring processes, it is increasingly able to hold senior leaders to account for the performance of the school.
- The school is managed efficiently. Extensive professional development has led to improvements in teaching and learning. Facilities in the KG are spacious with attractive teaching and learning spaces. Overall, resources are adequate, although provision for technology requires further improvement. Many elementary and middle school classrooms are dark and airless, and the size restricts the opportunity for active learning by all students. Libraries are under-resourced with few non-fiction or Arabic books.

For development:

- Develop the skills of the middle leadership team.
- Improve resourcing for the greater use of technology in classes, and the development of literacy skills across all subjects.

The View of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	The majority of middle and high school students report that they are very happy at school. They feel that their teachers care and that most students treat each other with respect. A large majority of students feel safe. Most consider that they are receiving a good education. These findings are endorsed by the inspection team's observations.
 Parents	A large majority of parents' state that they are satisfied with the quality of education at the school. Most are involved in the life of the school and a majority report that the school listens to their views. They feel well-informed about their children's progress. A large majority reports that teachers have helped their children to be an effective learner and that the school is safe.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae